

Walhalla Middle

177 Razorback Lane
Walhalla, South Carolina 29691

Grades 6–8 Middle School

Enrollment 698 Students

Principal Charles Middleton Jr 864–638–4575

Superintendent Dr. Valerie Truesdale 864–886–4400

Board Chair Harry B. Mays, Jr. 864–972–3629

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

GOOD

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	6	25	10	0

IMPROVEMENT RATING

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS

NO

This school met 20 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Good	Average	No
2004	Good	Below Average	No
2005	Good	Average	No
2006	Good	Below Average	No

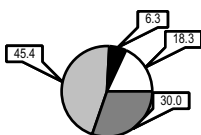
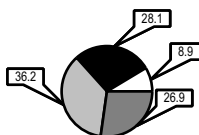
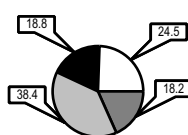
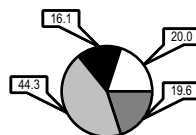
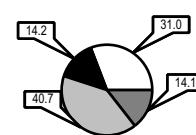
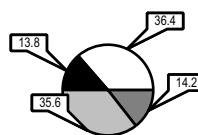
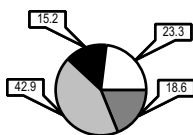
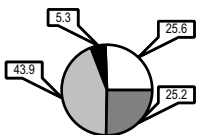
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

95.6%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Middle Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

END OF COURSE TESTS

Percent of students scoring 70 or above on:

	Our School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	100.0	98.3
English 1	N/A	91.8
Biology 1/Applied Biology 2	N/A	49.9
Physical Science	N/A	24.2
All Subjects	100.0	95.1

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	690	100.0	18.3	45.4	30.0	6.3	47.8	Yes	Yes
Gender									
Male	340	100.0	23.3	48.2	25.5	3.1	38.7	N/A	N/A
Female	350	100.0	13.4	42.7	34.4	9.5	56.7	N/A	N/A
Racial/Ethnic Group									
White	587	100.0	16.0	44.9	32.1	7.0	51.2	Yes	Yes
African American	13	100.0	41.7	41.7	16.7	0.0	25.0	I/S	I/S
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	82	100.0	32.4	51.4	13.5	2.7	23.0	Yes	Yes
American Indian/Alaskan	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	565	100.0	12.5	44.1	35.7	7.7	56.4	N/A	N/A
Disabled	125	100.0	44.5	51.3	4.2	0.0	8.4	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	690	100.0	18.3	45.4	30.0	6.3	47.8	N/A	N/A
English Proficiency									
Limited English Proficient	32	100.0	59.3	40.7	0.0	0.0	0.0	I/S	I/S
Non-Limited English Proficient	658	100.0	16.5	45.6	31.3	6.6	49.8	N/A	N/A
Socio-Economic Status									
Subsidized meals	317	100.0	29.0	50.7	18.7	1.7	32.0	Yes	Yes
Full-pay meals	371	100.0	9.4	41.0	39.4	10.2	60.9	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	690	99.9	8.7	36.0	27.0	28.2	68.8	Yes	Yes
Gender									
Male	340	100.0	8.9	36.8	27.6	26.7	68.7	N/A	N/A
Female	350	99.7	8.6	35.3	26.4	29.7	68.8	N/A	N/A
Racial/Ethnic Group									
White	587	99.8	8.1	34.6	27.4	30.0	70.4	Yes	Yes
African American	13	100.0	16.7	58.3	25.0	0.0	50.0	I/S	I/S
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	82	100.0	12.2	45.9	27.0	14.9	59.5	Yes	Yes
American Indian/Alaskan	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	565	99.8	4.2	31.1	31.1	33.6	78.3	N/A	N/A
Disabled	125	100.0	29.4	58.8	8.4	3.4	25.2	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	690	99.9	8.7	36.0	27.0	28.2	68.8	N/A	N/A
English Proficiency									
Limited English Proficient	32	100.0	18.5	70.4	7.4	3.7	25.9	I/S	I/S
Non-Limited English Proficient	658	99.8	8.3	34.6	27.8	29.2	70.6	N/A	N/A
Socio-Economic Status									
Subsidized meals	317	99.7	13.0	45.0	25.3	16.7	57.0	Yes	Yes
Full-pay meals	371	100.0	5.2	28.7	28.4	37.7	78.5	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	690	100.0	24.4	38.5	18.3	18.9	37.1
Gender							
Male	340	100.0	25.8	32.8	18.4	23.0	41.4
Female	350	100.0	23.1	43.9	18.1	14.8	32.9
Racial/Ethnic Group							
White	587	100.0	23.9	36.8	19.5	19.8	39.3
African American	13	100.0	50.0	41.7	8.3	0.0	8.3
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	82	100.0	25.7	52.7	10.8	10.8	21.6
American Indian/Alaskan	4	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	565	100.0	17.3	39.5	21.1	22.1	43.2
Disabled	125	100.0	57.1	33.6	5.0	4.2	9.2
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	690	100.0	24.4	38.5	18.3	18.9	37.1
English Proficiency							
Limited English Proficient	32	100.0	44.4	48.1	7.4	0.0	7.4
Non-Limited English Proficient	658	100.0	23.6	38.1	18.7	19.7	38.4
Socio-Economic Status							
Subsidized meals	317	100.0	33.7	41.3	16.7	8.3	25.0
Full-pay meals	371	100.0	16.8	36.1	19.6	27.5	47.1

Social Studies							
All Students	690	100.0	19.9	44.3	19.6	16.1	35.7
Gender							
Male	340	100.0	19.9	40.8	18.7	20.6	39.3
Female	350	100.0	19.9	47.8	20.5	11.9	32.3
Racial/Ethnic Group							
White	587	100.0	19.3	43.5	20.4	16.8	37.2
African American	13	100.0	8.3	66.7	25.0	0.0	25.0
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	82	100.0	28.4	47.3	13.5	10.8	24.3
American Indian/Alaskan	4	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	565	100.0	14.2	44.9	22.2	18.8	41.0
Disabled	125	100.0	46.2	42.0	7.6	4.2	11.8
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	690	100.0	19.9	44.3	19.6	16.1	35.7
English Proficiency							
Limited English Proficient	32	100.0	40.7	44.4	14.8	0.0	14.8
Non-Limited English Proficient	658	100.0	19.0	44.3	19.8	16.8	36.6
Socio-Economic Status							
Subsidized meals	317	100.0	27.7	49.3	15.0	8.0	23.0
Full-pay meals	371	100.0	13.5	40.2	23.4	22.9	46.3

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	258	100.0	29.3	39.8	24.1	6.8	30.9
	7	242	98.8	18.5	49.8	25.3	6.4	31.8
	8	244	100.0	19.2	42.8	28.8	9.2	38.0
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	203	100.0	19.9	39.3	30.6	10.2	40.8
	7	255	100.0	16.4	44.3	34.0	5.3	39.3
	8	232	100.0	18.8	52.0	25.1	4.0	29.1
Mathematics								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	258	99.6	9.7	31.5	29.4	29.4	58.9
	7	242	99.2	8.5	32.1	26.1	33.3	59.4
	8	245	100.0	12.6	47.8	20.0	19.6	39.6
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	203	100.0	7.1	34.2	23.0	35.7	58.7
	7	255	100.0	7.4	30.3	31.6	30.7	62.3
	8	232	99.6	11.7	43.9	25.6	18.8	44.4
Science								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	258	100.0	28.1	30.1	21.3	20.5	41.8
	7	242	99.2	26.9	40.6	17.1	15.4	32.5
	8	245	99.6	23.9	40.4	17.8	17.8	35.7
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	203	100.0	26.5	31.1	22.4	19.9	42.3
	7	255	100.0	26.6	36.9	18.0	18.4	36.5
	8	232	100.0	20.2	46.6	14.8	18.4	33.2
Social Studies								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	258	100.0	25.7	43.4	15.7	15.3	30.9
	7	242	99.2	27.8	44.4	15.0	12.8	27.8
	8	245	99.6	13.5	50.9	17.4	18.3	35.7
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	203	100.0	15.8	38.3	24.5	21.4	45.9
	7	255	100.0	29.1	43.4	13.5	13.9	27.5
	8	232	100.0	13.5	50.7	22.0	13.9	35.9

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 698)				
Students enrolled in high school credit courses (grades 7 & 8)	17.6%	Up from 16.1%	23.3%	16.7%
Retention rate	1.0%	Down from 1.6%	2.3%	2.5%
Attendance rate	96.9%	Down from 97.0%	96.1%	96.0%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	Down from 7.3%	2.3%	0.9%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	Down from 7.7%	2.3%	1.0%
Eligible for gifted and talented	25.6%	Up from 23.8%	21.6%	15.6%
On academic plans	30.0%	N/AV	34.8%	39.9%
On academic probation	14.3%	N/AV	0.5%	0.7%
With disabilities other than speech	14.3%	Down from 18.3%	11.4%	12.4%
Older than usual for grade	2.0%	Down from 2.4%	4.4%	4.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.1%	Down from 2.4%	1.1%	0.9%
Annual dropout rate	0.0%	No change	0.0%	0.0%
Teachers (n= 50)				
Teachers with advanced degrees	58.0%	Up from 56.0%	50.0%	52.4%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	4.6%	N/A	6.3%	9.1%
Teachers with emergency or provisional certificates	4.7%	Up from 2.4%	5.3%	5.6%
Teachers returning from previous year	88.0%	Down from 89.5%	87.4%	84.6%
Teacher attendance rate	97.5%	Up from 96.6%	94.9%	94.8%
Average teacher salary	\$44,242	Up 3.2%	\$42,655	\$42,267
Prof. development days/teacher	11.5 days	Up from 10.5 days	12.1 days	11.9 days
School				
Principal's years at school	7.0	Up from 6.0	5.0	3.0
Student-teacher ratio in core subjects	19.8 to 1	Down from 20.5 to 1	22.3 to 1	21.1 to 1
Prime instructional time	92.8%	Up from 92.6%	89.1%	89.0%
Dollars spent per pupil*	\$7,629	Up 22.8%	\$5,890	\$6,243
Percent of expenditures for teacher salaries*	58.9%	Down from 66.0%	60.6%	59.8%
Percent of expenditures for instruction*	64.1%		65.0%	65.2%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	97.2%	Up from 90.0%	97.6%	97.4%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Good	No change	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	7.8%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	N/A	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The 2005 - 2006 school year was a good one for Walhalla Middle in many ways. We were recognized by the state for closing the achievement gap in the area of Math. This is quite an achievement for our students and teachers because it recognizes the gains of those students who historically have not made significant improvement. These students include the disabled, minorities, and students on free and reduced meals.

On the other end of the academic scale, our gifted Math students made impressive scores on the state Algebra I End of Course Test. Of the 76 students taking the exam, 50 scored an A, with 21 students scoring a perfect 100.

Another celebration was the completion of our five-year Southern Association of Colleges and Schools self-study and visit by a Peer Review Team of educators. The purpose of the visit was to validate what we had reported happening in our school. We received a rating of Excellent from the on-site visit with no deficiencies in any area. We have begun the work of addressing the goals we have set for the next five years.

Our goals focus on those areas that we still need to work on, specifically in the area of literacy with our disabled students and Latino students. We fully implemented the inclusion model across all grade levels for our Special Needs students. This model includes students in regular education classes with support from the resource teacher. We continued our Be Purple program to ensure that students are taught expected behaviors and rewarded for exhibiting them. Our focus last year was on specific classroom behaviors. The results were fewer discipline problems in that area. We also focused on the area of Literacy for all students through staff development for our teachers in curriculum mapping and working with our ESOL students. Students who needed further assistance received it in the after-school program, the Soar to Success class, and in ESOL classes for our Latino students.

We have high expectations for all students and the support we receive from our parents and community are evidence that you do also. Our number of parent volunteers last year was tremendous, logging in over 3600 hours of support. We thank you for your support. Together we can help our children achieve and prepare for their next level of schooling.

Dianne L. England, Principal
Sue Cain, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	54	204	164
Percent satisfied with learning environment	96.2%	75.7%	91.8%
Percent satisfied with social and physical environment	96.2%	80.1%	85.2%
Percent satisfied with school-home relations	98.1%	81.6%	84.8%

*Only students at the highest middle school grade level at this school and their parents were included.